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ABSTRACT

This school facilities evaluation instrument was used in a pilot survey of facilities in New Jersey, and will soon be used as part of a survey of all public school facilities in the state. While the pilot survey was made by an outside consultant, which will also be the case for the statewide survey, the instructions and format of this publication were prepared for use by the local school personnel or others not necessarily expert in the field of facility planning. Scoring for the state surveys was and will be handled by means of a computer program, this instrument permits hand scoring and provides guidelines for interpreting the scores. (Author)

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SCHOOL FACILITIES EVALUATION INSTRUMENT

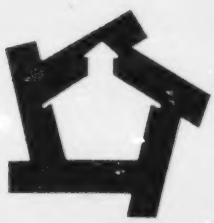
STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF FIELD SERVICES
BUREAU OF FACILITY PLANNING
TRENTON, NEW JERSEY

2

EA 008 768

SCHOOL FACILITIES EVALUATION INSTRUMENT

PREPARED BY
Bureau of Facility Planning Services
Division of Field Services
New Jersey State Department of Education
Trenton, New Jersey 08625



1976

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HOW TO COMPLETE THE INSTRUMENT

GENERAL INSTRUCTIONS

The evaluation of existing facilities is a necessary part of any long-range analysis of capital needs. This bulletin was developed to assist local school officials in making valid judgments regarding the educational function and physical condition of each school plant in the district.

One instrument should be completed for each district school. All spaces in all buildings of a campus plan school should be included in one instrument, if the school is a single administrative unit under one principal.

Do not include the same facility in more than one instrument. If an area is shared between two schools, assign it only to the school where it is physically located. This applies to sites as well as to buildings and spaces within buildings.

INSTRUCTIONS FOR PAGES 1 & 2 OF THE INSTRUMENT

Fill in the requested information using the blank spaces for your answers. The CODE NUMBERS for the "Types of School" are found in the following key. These code numbers are to be used according to how the major part of the building is presently being used:

00 Nursery School
08 Elementary Special School for Handicapped
09 Middle Special School for Handicapped
10 Secondary Special School for Handicapped
11 Kindergarten School
12 Elementary School
13 Middle School
14 Approved Junior High School
15 Four-Year High School
16 Six-Year High School
17 Three-Year High School
18 District Vocational-Technical or Trade School
19 County Vocational-Technical School or Institute
20 Other (Central Administration, Storage, Kitchen, etc.)

The FUNCTIONAL CAPACITY of the building should be determined using the N.J. State Department of Education formula found in "School Capacity", a bulletin published by the Bureau of Facility Planning Services. The capacity should include only permanent facilities. Include "relocatables" in the Functional Capacity but do not include substandard, temporary, or mobile classrooms (see following definitions):

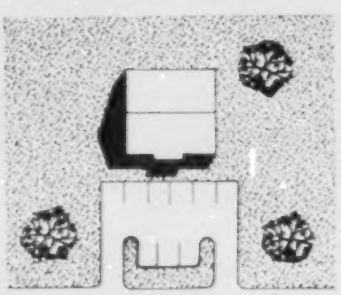
A relocatable facility is one which can be used at more than one location during the life of the facility but is not designed to be used at more than one location during a school year.

A substandard classroom is one which never received State Board of Education approval for permanent use. Such spaces require a County Superintendent's annual approval as a temporary facility, before being used for instructional purposes.

A temporary classroom is one used as an emergency facility, until a permanent-type facility is available. This might be off-site, such as a leased facility in a church-owned building, or on-site, such as a substandard classroom. Year-to-year approval by the County Superintendent is needed.

A mobile classroom is a movable facility for a specific purpose designed to be used at more than one location during a school year.

For SIZE OF SITE give the number of acres now owned by the district to the nearest tenth of an acre. Indicate the acreage which is assigned for playgrounds or athletic fields. In some cases, adjacent park or recreational land, not owned by the school district, may be available for school use; include that portion which is available for use by each school. Take this into account when rating outdoor facilities for physical education and community use.



Indicate the character of the school neighborhood and take it into consideration when rating outdoor facilities for physical education and community use.

INSTRUCTIONS FOR PAGES 2 - 4 OF THE INSTRUMENT APPRAISAL OF FACILITIES BY EDUCATIONAL FUNCTION

The purpose of this appraisal is to determine how well the school facilities meet the needs of the school program, teachers, and pupils. If the facilities meet the needs in an outstanding way, they should be rated "good". For example, in an elementary school the provision of special rooms for science and art would be considered "good". If little consideration has been given to the facility needs of these subjects, a rating of "poor" would be justified. "Nonexistent" indicates that the subjects were not offered, or that there was a complete lack of facilities to carry on the program.

In order to evaluate the spaces, the person completing the Evaluation Instrument should be familiar with the approximate areas of the various instructional spaces in the building. Many suggestions which make for good school facilities are contained in the "Guide for Schoolhouse Planning and Construction" and also in "School Capacity" and other bulletins published by the Bureau of Facility Planning Services. Please refer to these guides in making the appraisal.

Ratings should not be based solely on the size of the space although this is of fundamental concern. (A "poor" room size is approximately 25% or more below that recommended as being "acceptable" in the "School Capacity" bulletin.) Room size should count for approximately one-third of each rating. An undersized space must not receive an overall rating of "good," even though the following additional factors may be rated as "good."

GENERAL INSTRUCTIONAL FACILITIES

For a rating of "good" General Classrooms must have, in addition to adequate size, the following types of equipment: student wardrobe (unless corridor lockers are used), filing cabinets, storage cabinets, book-shelves, and/or carts, work counters, chalkboards and tackboard, and movable classroom furniture of various types which will facilitate both individual and group work. In elementary schools work sinks in the classrooms are desirable. Some space should be available for team teaching.

All rooms, including large group and small group instruction areas, should be equipped with adequate electric outlets, room-darkening devices, projection screens, and map display rails.

SPECIAL SUBJECT FACILITIES

The rating for career education should take into consideration the programs at both elementary and secondary levels. In secondary schools, provisions for this program would encompass home economics, industrial arts, business education, vocational programs, and any other provisions for career or occupational education.

Dramatic activities would be rated "good" with an adequate stage (1,200 square feet in an elementary school and 2,000 square feet in a secondary school), and a speech room with platform in a high school.

For fine arts and crafts to be rated "good" special art rooms of suitable size with adequate storage and work facilities should be available in both elementary and secondary schools.

"Good" music facilities should include both choral and instrumental rooms for secondary schools and at least one room of classroom size at the elementary level.

To be rated "good" provisions for science in elementary schools should include at least one room devoted exclusively to science, including work sink, work tables, vivarium, and aquarium.

Outdoor nature study would be rated "good" if woods and water are available.

For all special subject facilities appropriate storage and preparation space should be available as well as individual project areas and work sinks.

PHYSICAL EDUCATION AND ATHLETIC FACILITIES

Indoor physical education facilities would be rated "good" if they are adequate in size and there are a sufficient number of teaching stations to allow at least three periods of physical education per week per pupil.

Locker rooms should be adequate for the maximum number of pupils served, which is often measured by the load for intramural athletics. A "good" locker room in secondary schools has adequate storage and dressing lockers, ceramic floors, sufficient showers, and a drying area. In elementary schools the provision of rooms for changing clothes for both boys and girls would be rated "fair"; with a shower facility the rating would be "good". Again, storage for equipment is an important consideration.

Outdoor facilities would be rated "good" if the site size is adequate by State standards (see "Guide for Schoolhouse Planning and Construction") and the site has been adequately developed for physical education. Consider also the character of the school neighborhood.

Athletic facilities would be rated "good" if adequate provision has been made for both indoor and outdoor activities.

CORE FACILITIES

Relate to the functional capacity of the building. Provisions for assembly would be rated "good" if an auditorium or little theater with a stage were provided. A "fair" rating could be given a multipurpose room with stage. A "poor" rating would be given to an assembly area without a stage and too small to be adequate for the program. A multipurpose room used for assembly, dining, and physical education should be given a "poor" rating due to its designation for too many uses.

The need for facilities for community or adult use varies widely from district to district. In rating this item, consideration should be given to the needs for recreation, adult education, assembly, and, in some cases, dining. The building layout should be such as to make possible evening or weekend use of certain facilities, such as gymnasium, auditorium, cafeteria or shops, without opening the entire structure. The school site should also be developed for community use, to the extent the character of the school neighborhood allows.

A "good" library would accommodate at least 15 percent of the pupil enrollment and would provide at least 20 books per pupil.

PUPIL SERVICE FACILITIES

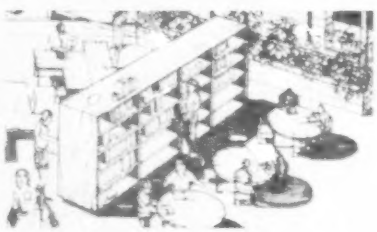
Relate to the functional capacity of the building. To be rated "good" the total seating area in the cafeteria should be large enough to seat one-third of the building functional capacity under uncrowded conditions and in an environment which is acoustically satisfactory and sanitary. Also for a "good" rating, service facilities must be adequate for serving hot lunches.

An appraisal should be made of spaces for extracurricular activities of various types, including, but not limited to, the following: school newspaper, yearbook, other publications, school bank, school store, ticket sale, student government, and clubs.

For the physically handicapped every multistory building should be equipped with an elevator. Entrance into any building should be designed for wheelchairs. Provision should be made for special toilet facilities and drinking fountains to accommodate wheelchairs.

TEACHER SERVICE FACILITIES

An appraisal needs to be given to the provision of suitable workrooms for teachers to use in their unassigned periods. Even the smallest schools should contain such spaces. Separate toilet rooms for staff should be conveniently located but not directly accessible from the workrooms. There is also a need for offices and conference rooms where teachers (including itinerant staff) can prepare as individuals or groups for their classroom assignments. These areas should be provided with individual study desks, tables and chairs for group work, a professional library of books and magazines, a bulletin board, typewriters, a duplicating machine and other equipment required by the type of program being conducted. Teachers should also be provided with an attractively designed and furnished private dining room where they can relax in an adult atmosphere during their lunch hour.



ADMINISTRATION FACILITIES

A well-planned office unit should provide adequate space (approximately 1,000 square feet) for the reception of students and visitors, the work of secretaries and student-assistants, a private office for each administrator, work areas for other staff members, fireresistant and safe storage of records, storage of office supplies, the use of duplicating and other machines, facilities for pupil personnel teams, and adult toilet facilities.

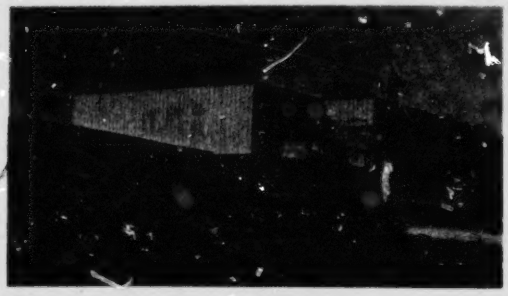
A guidance office should be provided in elementary schools. A suitable area (1,000 square feet) in middle and secondary schools should include counselor offices (one for every 250 pupils), waiting, library and conference areas.

A health unit should include a waiting area, an examination room, separate recovery cot rooms or areas for boys and girls, and access to lavatory and toilet facilities; approximately 720 square feet or more is "good".

Central storage facilities are essential for instructional supplies and equipment as well as custodial supplies and equipment.

INSTRUCTIONS FOR PAGES 4-5 OF THE INSTRUMENT — **APPRAISAL OF FACILITES BY PHYSICAL CONDITION**

The form calls for checking the physical condition of various elements of the site, building, and services. Do not downgrade if the situation can be classified as needing normal maintenance or can be readily corrected by the building custodian or maintenance crew.



For example, broken windows would not be checked as "poor", but windows which are loose or leaking, needing major renovation or replacement, would be so rated. Exterior walls or the roof would be considered "poor" if they leaked and required waterproofing to a substantial degree. Wood floors which are uneven, broken or with holes requiring recovering, would be considered "poor"; however, if refinishing would do the job, they would be rated "fair". High classroom ceilings, metal ceilings, or old hard plaster ceilings would generally be considered "poor".

A heating system should be considered "poor" if some rooms are cold while others are too hot, if thermostatic controls are not zoned, or if the boiler is in need of replacement. Ventilation which is dependent on opening windows or relies on gravity with ducts to the attic or roof should be checked as "poor". Electrical power would be "poor" if there were no outlets in classrooms ("good" if two outlets) or if it were inadequate for use of audiovisual equipment or other instructional aids. Incandescent lighting usually is "poor" for classrooms. Unshielded, open-tube or industrial type fluorescent fixtures in classrooms are considered "poor".

Emergency lighting would be rated "good" if individual automatic battery-operated lighting units are located at strategic points, or if an emergency generator is installed to operate automatically on main power failure to power exit lights and other critical equipment.

In multistory buildings there should be drinking fountains in the corridors on each floor; toilet rooms for boys and girls should also be provided on each floor. The number of fixtures should meet State standards. No pupil toilets, except auxillary toilets, should be located in building basements. Buildings should be designed for safe and uncongested flow of pupil traffic, particularly for purposes of rapid evacuation in emergencies. The water supply and sewage disposal system should be adequate, and the heat or smoke detection system operable. Fire extinguishers should be provided in recessed cabinets in corridors (on each floor), science rooms, homemaking rooms, shops, and the boiler room.

SCORING PROCEDURES

To obtain the total score for the evaluation of facilities by Educational Function (page 2-4 of the Instrument) the ratings for each item should be multiplied by the weighted factors shown on the Instrument and in the following table. If all items are considered "good", the school will receive a total score of 3,000. Thus, all scores are divided by 3 in order to place them in a range of 0 to 1,000.

TABLE I

RATING SCALE FOR EVALUATION OF FACILITIES BY EDUCATIONAL FUNCTION

Space	Rating
GENERAL INSTRUCTIONAL FACILITIES	275
General classrooms	175
Large group learning	50
Small group learning	50
SPECIAL SUBJECT FACILITIES	190
Career education	50
Dramatic activities	25
Fine arts and crafts	25

Music activities	25
Sciences	50
Outdoor nature study	15
PHYSICAL EDUCATION AND ATHLETIC FACILITIES	105
Indoor physical education	40
Locker rooms	15
Showers	10
Outdoor physical education	25
Athletics	15
CORE FACILITIES	150
Assembly	40
Audiovisual media	25
Facilities for community use	10
Library use	75
PUPIL SERVICE FACILITIES	90
Dining	25
Extracurricular activities	10
Personal property storage	20
Provisions for physically handicapped	35
TEACHER SERVICE FACILITIES	90
Dining	10
Itinerant staff offices	20
Conference room	10
On-site parking	10
Personal property storage	10
Work room	20
Toilet facilities	10
ADMINISTRATION FACILITIES	100
Administrative offices	20
Guidance offices	20
Health suite	15
Instructional storage facilities	25
Custodial storage facilities	20

To obtain the total score for the evaluation of Physical Condition the 29 scores listed on page 4 of the Evaluation Instrument should be added and the sum multiplied by 11.49 in order to place the total scores in the range 0 to 1,000.

INTERPRETING THE SCORES

The following table provides guidelines for suggested action according to the scores obtained from using this instrument. Since the final decision must be subjective, taking into account local needs and debt capabilities, the scores shown should not be interpreted as being absolutes. Sound long-range planning requires a thorough analysis of all relevant factors, including facility evaluations, enrollment projections, educational goals of the community, and the educational program.

TABLE 2

INTERPRETATION OF SCORES
FOR EDUCATIONAL FUNCTION AND PHYSICAL CONDITION

Action Suggested	Total Scores by Educational Function	Total Scores by Physical Condition
Abandon	below 250	below 500
Renovate or remodel	250 to 600	500 to 750
Addition may be needed	250 to 600	--
Satisfactory	over 600	over 750

SCHOOL FACILITIES EVALUATION INSTRUMENT

N.J. DEPARTMENT OF EDUCATION FIELD SERVICES DIVISION

BUREAU OF FACILITY PLANNING SERVICES

DEPT. OF ED. USE ONLY CODE

NAME OF COUNTY _____ ☐☐

NAME OF SCHOOL DISTRICT _____ ☐☐☐☐

NAME OF SCHOOL BUILDING _____ ☐☐☐

STREET ADDRESS _____

POST OFFICE _____

ZIP CODE _____

PERSON COMPLETING THIS INSTRUMENT _____

POSITION _____

OFFICE TELEPHONE NUMBER _____

TYPE OF SCHOOL (CODE NUMBER) _____ ☐☐

GRADES _____ ☐☐☐

SCHOOL YEAR _____ ☐☐

FUNCTIONAL CAPACITY _____ ☐☐☐☐

SIZE OF SITE, OWNED BY DISTRICT, IN ACRES _____ ☐☐☐.☐

ATHLETIC FIELDS AND PLAYGROUND AREA, IN ACRES _____ ☐☐☐.☐

NEARBY OR CONTIGUOUS PUBLIC-OWNED LAND AREA AVAILABLE FOR SCHOOL USE, BY AGREEMENT, IN ACRES _____ ☐☐☐.☐

CHARACTER OF SCHOOL NEIGHBORHOOD
(Enter numbers for each heading below)

Location (Zone) _____

1-Industrial
2-Commercial
3-Rural or farm
4-Residential

Environmental Quality _____

1-Noise
2-Fumes or Odors
3-Dirt or Dust
4-Floods
5-Satisfactory

Traffic _____

1-Heavy
2-Average
3-Light

Hazard _____

1-Traffic
2-Vandalism
3-Utility trunk lines
4-None

APPRAISAL OF FACILITIES BY EDUCATIONAL FUNCTION
(Enter: 3-Good, 2-Fair, 1-Poor, 0-Nonexistent)

General Instructional Facilities

General classrooms	_____	x 175	=	_____
Large group learning areas	_____	x 50	=	_____
Small group learning areas	_____	x 50	=	_____

APPRAISAL OF FACILITIES BY EDUCATIONAL FUNCTION (continued)
(Enter: 3-Good, 2-Fair, 1-Poor, 0-Nonexistent)

Special Subject Facilities

Career education	_____	x 50 =	_____
Dramatic activities	_____	x 25 =	_____
Fine arts and crafts	_____	x 25 =	_____
Music activities	_____	x 25 =	_____
Sciences	_____	x 50 =	_____
Outdoor nature study	_____	x 15 =	_____

Physical Education and Athletic Facilities

Indoor physical education	_____	x 40 =	_____
Locker rooms	_____	x 15 =	_____
Showers	_____	x 10 =	_____
Outdoor physical education	_____	x 25 =	_____
Athletics	_____	x 15 =	_____

Core Facilities

Assembly	_____	x 40 =	_____
Audiovisual media	_____	x 25 =	_____
Facilities for community use	_____	x 10 =	_____
Library and resource facilities	_____	x 75 =	_____

Pupil Service Facilities

Dining	_____	x 25 =	_____
Extracurricular activities	_____	x 10 =	_____
Personal property storage	_____	x 20 =	_____
Provisions for physically handicapped	_____	x 35 =	_____

Teacher Service Facilities

Dining	_____	x 10 =	_____
Itinerant staff offices	_____	x 20 =	_____

APPRAISAL OF FACILITIES BY EDUCATIONAL FUNCTION (continued)
(Enter: 3-Good, 2-Fair, 1-Poor, 0-Nonexistent)

Teacher Service Facilities (continued)

Conference room	_____	x 10 =	_____
On-site parking	_____	x 10 =	_____
Personal property storage	_____	x 10 =	_____
Work room	_____	x 2 =	_____
Toilet facilities	_____	x 10 =	_____

Administration Facilities

Administrative offices	_____	x 20 =	_____
Guidance offices	_____	x 20 =	_____
Health suite	_____	x 15 =	_____
Instructional storage facilities	_____	x 25 =	_____
Custodial storage facilities	_____	x 20 =	_____
	TOTAL	=	_____

EDUCATIONAL FUNCTION SCORE (Total ÷ 3) [ ]

APPRAISAL OF FACILITIES BY PHYSICAL CONDITION:
SITE, STRUCTURE, OR SERVICE SYSTEMS
(Enter: 3-Good, 2-Fair, 1-Poor, 0-Nonexistent)

Playground	_____
On-site parking	_____
Exterior walls	_____
Roof	_____
Interior walls	_____
Windows	_____
Floors	_____
Ceilings	_____

APPRAISAL OF FACILITIES BY PHYSICAL CONDITION:
SITE, STRUCTURE, OR SERVICE SYSTEMS (continued)
(Enter: 3-Good, 2-Fair, 1-Poor, 0-Nonexistent)

Acoustics	_____
Heating	_____
Ventilation	_____
Electric outlets in classrooms	_____
Electric lighting	_____
Emergency lighting	_____
Fire alarm system	_____
Air conditioning	_____
Door hardware	_____
Stair towers	_____
Intercommunication system	_____
Plumbing	_____
Pupil toilets	_____
Adult toilets	_____
Drinking fountains	_____
Exits	_____
Water supply	_____
Sewage disposal	_____
Heat or smoke detection system	_____
Sprinkler system	_____
Fire extinguishers	_____
TOTAL	= _____

PHYSICAL CONDITION SCORE
(Total x 11.49) [ ]